



Section 31a

On Site Review District Study Guide

Date of District Review:

District Name:

District Code:

District Contact:

MDE Consultant:

Schools to be Reviewed:

GENERAL INFORMATION

1. The On Site Review (OSR) is a compliance review.
2. Documents that require an external review must be received by the Michigan Department of Education (MDE) in sufficient time prior to the OSR to conduct the review or will automatically result in a Change Required (CR).
 - The district/school may not provide additional external review documentation during the OSR and request another review (ex., revised School Improvement Plan or Annual Education Report).
 - Consultants rate “implementation” of applicable components at the close of the OSR.
3. Technical Assistance (TA) may occur prior to a scheduled onsite review meeting – not during the OSR. TA provided after the report-out on the day of the OSR should be limited.

Districts must use TA documents available in group TA meetings for some support

Section 31a
On Site Review District Study Guide
Rating Guidelines

CR (CHANGE REQUIRED) = required indicator

Y (YES) = meets requirement

| District Interview for Federal and State Supplementary Programs | | |
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| Intended Participants – Superintendent, Federal Programs Coordinator and/or staff responsible for individual Federal/State programs, staff members who implement district-level programs. | | |
| Guiding Questions/Statements: <ul style="list-style-type: none"> Describe your Section 31a programs Describe how the district fulfills its oversight responsibilities for this program | District Evidence that Could be Reviewed: <ul style="list-style-type: none"> Eligibility worksheets Staff logs of Section 31a activities Job descriptions of Section 31a staff Implemented procedure for program oversight Evidence of program planning, implementation, and review | |
| Indicators | Y, CR | Evidence & Explanation District Must Complete This Column for All Indicators |
| 1. At the district level, a written process is in place to provide oversight for Section 31a programs and services.[Sec. 31a (1, 15)] | | Organization Chart, written processes/services; agendas/minutes that support district level leadership related to programs/services; documentation of monitoring of programs/services. |
| 2. Section 31a program services are allowable in accordance with program legislation. [Sec. 31a (5, 6, 7, 8, 11, 17)] | | Policy and procedures, description of internal controls defining a process to ensure that programs meet the intent of the legislation governing Section 31a programs. |
| 3. The district has a written process in place to ensure that the Section 31a programs and initiatives are aligned to the LEA/school/district continuous improvement plan. [Sec. 31a (11)] | | Policy and procedures assuring that the activities/strategies that are provided to Section 31a students are consistent with the Comprehensive Needs Assessment (CNA) and the District/School Improvement Plan. |
| 4. The district has a written process in place to ensure that Section 31a identification criteria are used to determine student needs in the design of programs and services. [Sec. 31a (14)] | | Policy and procedures addressing identification of students eligible for Section 31a services; program alignment documents for each student being served by Section 31a programs; identification worksheets. |

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| 5. Section 31a program services for students are aligned with identification criteria. [Sec. 31a (14, 15)] | | Class lists; service logs, including date/time and length of service; identification worksheets |
| 6. The district has a written process for filling Section 31a positions. [Sec. 31a (15)] | | Policy and procedures detailing hiring practices; job/position descriptions specific to Section 31a personnel; credentials of current 31a staff. |
| 7. The district has a written process in place that defines student entrance procedures. [Sec. 31a (5, 6, 7, 8, 14, 17)] | | Policy and procedures detailing the process for entering a student into a component(s) of a Section 31a program; documents detailing admission of students into program, minutes of meetings held to discuss entry of students/attendance sheets. |
| 8. The district has a written process in place that defines how and when services are provided. [Sec. 31a (5, 6, 7, 8, 11)] | | Policy and procedures, classroom attendance sheets, after school attendance, summer attendance, case logs with time and duration of service. |
| 9. The district has a written process in place that identifies the data used to measure proficiency. [Sec. 31a (1, 15)] | | State assessment data for relevant grade levels; local assessments, formative assessments, interim assessments for identified Section 31a students. Written policy and procedure. |
| 10. The district has a written process in place to ensure that stakeholders are updated on uses of Section 31a funds to ensure services are allowable and in accordance with Section 31a legislation. [Sec. 31a (5, 6, 11)] | | Policy and procedures, agendas, attendance sheets, updated copy of the program description and supporting documentation. |
| 11. The district has a written process in place that ensures program accountability. [Sec. 31a (9)] | | Policy and procedures in accordance with MDE's accountability measures detailing the oversight of the Section 31a program in accordance with MDE's accountability measures. Updated copy of the program description and supporting documentation. Data documenting 1, 2, 3 years of data for 3 rd grade reading and 11 th grade career/college readiness. |

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| 12. The district has a written procedure for program evaluation using the MDE Program Evaluation Tool. [Sec. 31a (5, 6, 11)] | | Policy and procedures detailing the process for identifying and monitoring program evaluation practices; completed program evaluation tool detailing the program/initiative or strategy used. Data used to determine the efficacy of the program/initiative or strategy. |
| 13. Section 31a program services are focused on improving student academic achievement. [Sec. 31a (15)] | | Documents aligning the expenditure of Sections 31a funds to individual student proficiency levels over time, specifically focusing on 3 rd grade student proficiency in reading and 11 th grade student preparation for college/career/ |
| 14. The district has a written process in place that defines student exit procedures. [Sec. 31a (5, 6, 7, 8, 14, 17)] | | Policy and procedures, documents that detail how students are exited from direct instructional support and/or direct non-instructional support, data supporting 3 rd grade proficiency in reading or data demonstrating college/career ready. |
| 15. The use of the flexibility provision meets all Michigan Department of Education criteria. [Sec. 31a (11)] | | Policy and procedures defining the district use of the flexibility provision, if applicable. Documents detailing the school-wide initiative(s) used based upon the criteria contained in the current legislation. |
| 16. The class size reduction program meets all Michigan Department of Education criteria, if applicable. [Sec. 31a (11)] | | Policy and procedures defining the district use of the class-size reduction, if applicable. Spreadsheets containing lists of classes reduced; contract language, if available, detailing provisions governing class sizes; guarantees that it abides by the Title IIA guidelines. |

17. The district has a written process for initiating and monitoring a multi-tiered system of supports (MTSS) for at least K-3 grades. [Sec. 31a (3)]

Documents that define the evidence based model. Documents that provide guidance on when interventions are made. Documents that provide (1) a core curriculum and classroom interventions that are available to all pupils that meet the needs of most pupils, (2) Targeted group interventions, (3) Intense individual interventions, (4) Monitors pupil progress to inform instruction, (5) Uses data to make instructional decisions, (6) Uses assessments including universal screening, diagnostics, and progress monitoring, (7) Engages families and the community, (8) Implements evidence-based, scientifically validated instruction and intervention, (9) Implements instruction and intervention practices with fidelity, (10) uses a collaborative problem-solving model.